

Learning Schedule · ELA II

Section, Location, Facilitator		Monday	Tuesday	Wednesday	Thursday	Friday
Grades K- 5	8:30 am - 9:45 am	Keynote Address Lacey Robinson	Keynote Address Paul Gorksi	Session	Keynote Address Tanji Reed-Marshall	Keynote Address TBD
Grades 6-12	10:00 am - 12:00 pm	Session	Session		Session	Session
	12:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
	1:00 pm - 4:30 pm	Session Continues				Session 1:00 - 2:30 pm (end)
	4:45 pm - 5:30 pm	Team Planning Time Teams convene, share learning, discuss implications, and plan for post-institute.				Safe Travels!

Special Events

Sunday,	Standards Institute Meet and Greet
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	Monday	Tuesday	Wednesday	Thursday	Friday
Grades K-5	Understanding Language In this foundational day, participants deepen their knowledge of standards-based content and equitable instructional practices through examination of essential	Scaffolding Up to Standards-Aligned Tasks Today participants take a more complex look at the Writing standards by examining their intersection with the Language standards and the Speaking and Listening standards, as well as	Building and Processing Knowledge and Language Participants learn how to leverage Expert Packs as scaffolding to build knowledge and vocabulary so that students may more successfully work with complex texts. Participants engage in steps of	Academic Language Supports and Standards-Aligned Writing Instruction In this session, participants identify the discrete academic language skills needed for oral and written expression and explore research-based	Planning for Action On this final day, participants strategize with their peers and prioritize key initiatives that will help them bring back and share the insights gained during

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Grades 6-12	conditions required for accelerating language development. Participants examine the intersection of academic language, academic conversations, and the standards and begin exploration of educational practices that support language development.	the implications of that intersection for instruction that maintains grade-level rigor. Armed with this knowledge, participants engage in a protocol to review the writing tasks they worked with on Day 1. Participants also engage in a deep dive around scaffolding as they begin a scaffolding process with existing lessons.	Expert Pack development and explore several collaborative protocols as a way for students to use productive modalities to amplify language. Participants then apply their learning by incorporating scaffolds into instructional sequences begun on Day 2 with an emphasis on writing tasks.	recommendations for scaffolding writing tasks for English learners with attention to grade-level language standards that align to writing skills. Participants collaborate around development of writing scaffolds at the word, sentence, and text/idea level.	their Standards Institute experience. A consultancy protocol is used to gather peer feedback on how they can make their district smarter about standards-aligned instruction that supports students with unfinished learning.
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